**PLC Team Meeting Minutes**

PLC: Geometry

Date: September 14, 2011

Present: Andriani Carson

Candice Clark

Christine Foster

Carol Newman

*Ms. Clark has to leave for another PLC at 2:00.*

*Ms. Carson needs to leave for another PLC at 2:00.*

*Ms. Foster needs to leave for another PLC at 2:00.*

# Where are we?

* Ms. Carson tested on Chapter 2 today.
* Ms. Newman is testing on Chapter 2 tomorrow.
* Ms. Clark will be testing on Chapter 2 at the end of the week.
* Ms. Foster is teaching Fundamentals of Geometry and will not begin using the textbook until next week.

# What challenges do we face teaching geometry?

Geometry is hard for students because there are a lot of “words.” Vocabulary is very tough for students. It is something we will work on throughout the semester.

Should students be responsible for knowing all of the theorems and postulates of geometry?

Most students have never had to memorize theorems or vocabulary, and they struggle to learn new terms in geometry.

A year-long course would be very beneficial for many students because the material in geometry is often “foreign” to them. There is a lot of vocabulary to understand, in addition to, the math and algebra skills. It would be helpful for students to have the full year to digest the new concepts. The students need more time to work with the material than we have in one semester.

We talked about the age of our students and how their development affects their ability to process the material, particularly in geometry. The younger the student, the more difficult geometry is due to its highly conceptual nature.

We are beginning to notice that students don’t know how to take tests. We would like to spend some time working on test-taking strategies. We need to teach them to slow down, read the question, and digest the material. Students are often quick to jot down an answer and often lack confidence in their ability.

The material in chapter 1 is too scattered. It jumps from one topic to another with little connection. If time allows, we would like to take a week to do “activities” before we begin with the book material to provide an introduction to basic geometry skills. It has also been suggested to do chapter 2 before chapter 1.

We are concerned about schedule changes that are still taking place. How can we get students caught up on two chapters of material that they have never seen?

We discussed the disconnect between middle school and high school, and the vast differences in expectations, ranging from homework to behavior.

We had previously unpacked the standards by section and topics. We reviewed the new standards.

We reviewed the new CA for geometry and noted some corrections that need to be made.

# Up Next – Chapter 3: Parallel and Perpendicular Lines

*Part 1: Parallel Lines and Transversals*

* use colored pencils to shade the angle pairs
* be sure that students write the angle in the angle itself
* have students recite “when lines are parallel” (10 ways)
* partner activity with corresponding, alternate interior, alternate exterior, same-side interior angles (students and their partner have to make the correct angle pair)

*Part 2: Triangle-Angle Sum Theorem*

* cut out triangle and align angles to show that their sum is 180˚
* students lie on floor to make triangle and practice opposite sides and angles

*Part 3: Sum of Interior and Exterior Angles*

* it is easier to teach sum of exterior angles and have students deduce interior angle from the linear pair

*Part 4: Lines*

* most algebra teachers did not teach point-slope form, so we have to spend a lot of time on this
* the constructions are not a part of the curriculum this year, but they are a part of the common core so they will be included next year – we will try some constructions with our current classes

Our theme is … we all work together! Help each other out and share your good ideas!